

CIVIL AIR PATROL - USAF AUXILIARY

CIVIC LEADERSHIP ACADEMY

CURRICULUM GUIDE 2006

FEDERAL GOVERNMENT

PERSUASIVE LEADERSHIP

PUBLIC SERVICE CAREERS

AMERICAN HERITAGE

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CIVIL AIR PATROL—USAF AUXILIARY
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CURRICULUM GUIDE 2006

Fostering cadet officers' civic growth by increasing their leadership skills, sense of civic responsibility, and overall interest in the democratic process.

The tours and speakers were absolutely fantastic! CLA gives you real world leadership skills and opportunities that are available nowhere else."

Cadet DAVID MAVER, New Jersey
Class of '05

"It was an honor to see the stars on the CIA wall that represent unknown men and women who died for this country, never to receive the respect they truly deserve."

Cadet TESSA POPPE, Iowa
Class of '05



CAP.GOV/CIVICS



CURRICULUM REVIEW
The National Association of
Secondary School Principals has
placed the Civic Leadership Academy
on its National Advisory List of
Contents and Activities for 2005-06.

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COURSE OVERVIEW

POLITICS. It is more than campaigning for office: A political life is one of public service. The political sphere includes how people exercise freedom, cooperate to help one another, and govern themselves and their world. America's future depends on today's young people becoming engaged in the civic life of our nation.

MISSION. The Civic Leadership Academy fosters cadet officers' civic growth by increasing their leadership skills, sense of civic responsibility, and overall interest in the democratic process.

SYNOPSIS. The Civic Leadership Academy is an opportunity for 24 of CAP's brightest cadets from across America to explore their government and learn how the three federal branches and the media inter-relate. Cadets will increase their abilities to lead persuasively and articulate a well-reasoned, personalized message. The Civic Leadership Academy culminates with the CAP Legislative Day, during which time cadets will meet with Congressional leaders and perform the real-world mission of helping them better understand CAP's worth to America.

BLOCKS OF INSTRUCTION. The curriculum is organized into four blocks of instruction. Further, each block is divided into a number of lessons, tours, and activities:

► **PERSUASIVE LEADERSHIP**

How do political leaders build consensus?

► **FEDERAL GOVERNMENT**

What are the roles of the three branches of government?

How do professionals carry-out the work of government?

The federal government block is further divided into sub-blocks:

- ▶ Introduction
- ▶ The Legislative Branch
- ▶ The Executive Branch
- ▶ The Judicial Branch
- ▶ The Media

▶ PUBLIC SERVICE CAREERS

How should cadets prepare for public service careers?

▶ AMERICAN HERITAGE

What do our nation's monuments tell us about America?

STRATEGY & SEQUENCING.

The Civic Leadership Academy begins with classroom activities to provide a foundation for guided observations and field trips in our nation's capital. Cadets will draw upon this foundation as they experience government first-hand. A small reading list augments these classroom activities to provide a common intellectual framework, as cadets come to CLA from diverse educational and cultural backgrounds (see *Guide to Readings* for details).

Because the CLA curriculum builds toward CAP Legislative Day as a capstone activity, the cadets will complete most of the activities within the federal government and persuasive leadership blocks prior to Legislative Day. During Legislative Day, cadets will support a real-world advocacy mission, and in the process, demonstrate their understanding of government and persuasive leadership.

The public service careers block is conducted concurrently with the persuasive leadership and federal government blocks. As cadets interact with government professionals, they will learn what challenges and rewards are unique to that career field, and how they should prepare themselves if they aspire to enter that career.

The American Heritage block is an opportunity for cadets to deepen their appreciation for, and become inspired by, our nation's most celebrated monuments. Because CAP cadets are air-minded, a trip to the Smithsonian's Air & Space Museum is included in this block of instruction.

ACADEMIC FREEDOM & NON-ATTRIBUTION.

The best environment for learning is one where all participants – students, instructors, guest speakers and staff – exchange ideas in an atmosphere of academic freedom. To create such an environment, all CAP members must regard speakers' academic statements as privileged conversations. At no time is a speaker to be quoted by name, either during the CLA or after returning home. Instead, quote speakers only

indirectly. For example, one might say, “A previous speaker told us... do you agree with that individual’s position?” These guidelines assure cadets and lecturers that they may speak candidly. The non-attribution policy maximizes everyone’s potential for learning.

GRADUATION REQUIREMENTS.

Cadets must fulfill the following requirements to be eligible for graduation from the Civic Leadership Academy, and to qualify for the National Cadet Special Activities Ribbon:

1. Participate actively in at least 80% of CLA activities.
2. Complete the EV-11 Responses to Readings assignments.
3. Display a high degree of professionalism, in the judgment of CLA faculty.

Part 2

PERSUASIVE LEADERSHIP

► *How do political leaders build consensus?*

LEADERSHIP in a political environment requires special skills. The most successful political leaders, whether they are senators, presidents, judges, officials, or advocates, build a consensus for their position. In this block, cadets will learn how to succeed through the use of persuasion. The activities are designed to help them understand how leaders accomplish goals in Washington, and also to equip them with skills they can use while advocating for CAP and leading in their community.

CONTACTING GOVERNMENT

PL-10 [On-line module; approximately 20 minutes]

How does one make contact with their government? Whom do you contact? How do you proceed to communicate your ideas or concerns to elected representatives? This on-line module briefs cadets on how to arrange an office call on Capitol Hill.

METHOD: On-line slide-show (see also EV-10 Contacting Government: Checkride)

OBJECTIVE: To comprehend the customary process used in requesting a meeting with an elected representative or legislative aide.

SAMPLES OF BEHAVIOR:

1. Describes the basic structure of a legislative office.
2. Identifies the key steps involved requesting an office call.
3. Describes and demonstrates proper etiquette.

TELLING CAP'S MESSAGE

PL-20 [90 minutes]

This informal lecture will cover the basics of the talking points used during CAP Legislative Day, and will allow the CLA cadets to begin personalizing their own messages. Cadets will formulate a story from their array of CAP experiences, and the work of other CAP members in their states.

METHOD: Informal lecture

INSTRUCTOR: Col Amy Courter CAP

OBJECTIVES: To demonstrate knowledge of the talking points for legislative day, and to formulate personal stories to share with their legislators.

SAMPLES OF BEHAVIOR:

1. Recalls the talking points
2. Explains how the talking points are connected to their experiences as a cadet, and to the experiences of other CAP members in their state.

READING: “Albright on Communication, Information, and Negotiation” by Abbie Lundberg and Meridith Levinson

ROLE OF ADVOCACY GROUPS

PL-21 [60 minutes]

Americans have a say in their government. One example of this principle is seen when citizens who have mutual interests team up and form issue advocacy groups. By joining together and speaking in a unified voice, citizens can command their government’s attention and affect legislation and public policy. In this seminar, cadets will investigate the role of political action committees and the process of political advocacy.

METHOD: Informal lecture / group discussion

INVITED SPEAKER: Mr. Ken Goss, Director of Government Relations, Air Force Association

OBJECTIVE: Comprehend how advocacy groups contribute to the legislative process.

SAMPLES OF BEHAVIOR:

1. Explains how advocacy groups can contribute positively to the political process.
2. Describes methods that issue advocacy groups use to affect government.
3. Summarizes the role of the government relations specialist.

THE ETIQUETTE & STRUCTURE OF THE LEGISLATIVE MEETING

PL-22 [60 minutes]

This informal lecture will outline the roles and responsibilities of the staff members who support legislative offices on Capitol Hill. The cadets will learn about potential career opportunities, how the legislative office functions, and how the cadets' messages to the Hill will be used to inform the legislators -- even if the cadets do not meet the legislators in-person. The cadets will also understand the office’s chain of command.

METHOD: Informal lecture

INSTRUCTOR: Col Amy Courter CAP

OBJECTIVES: To comprehend the role of Capitol Hill legislative office staff.

SAMPLES OF BEHAVIOR:

1. Identifies the Capitol Hill office staff chain of command.
2. Describes the staff roles and responsibilities.

LEGISLATIVE MEETING PREPARATION

PL-23 [90 minutes]

This informal lecture and interactive session will model potential ways for the cadets to deliver the Legislative Day talking points through their personalized messages, and will challenge them to speak and lead persuasively. The cadets will also be challenged with some adversarial situations, and will be shown how to overcome the situation, win over the listener, and deliver their message successfully.

METHOD: Informal lecture and interactive session

INSTRUCTOR: Col Amy Courter CAP

OBJECTIVES: To create and practice delivering a personalized Legislative Day message.

SAMPLES OF BEHAVIOR:

1. Formulates a message that includes all talking points.
2. Relates the talking points to stories from their personal experiences with CAP.
3. Analyzes the level to which the legislator or staff understands CAP.
4. Performs as a region team, ensuring all cadets participate in the telling of the messages.
5. Ensures all three missions of CAP are adequately described to the legislators.

ADVOCACY PRACTICUM

PL-30 [Approximately 10 hours]

This activity is both an exercise in persuasive leadership and a real-world mission. CLA cadets will participate in CAP Legislative Day, communicating CAP's worth to our political leaders. Cadets will need to draw on their CAP experiences, understanding of government, and persuasive leadership skills to be effective advocates for CAP. Along with EV-20 and EV-30, this event is a capstone activity for the CLA.

METHOD: Practicum

PARTICIPANTS: Cadets, escorts, CAP commanders, legislative aides, and elected representatives

OBJECTIVE: To demonstrate comprehension of the political process and the persuasive leadership skills necessary in advocacy.

SAMPLES OF BEHAVIOR:

1. Demonstrates proper etiquette during Congressional office visits; display a professional bearing and positive attitude throughout Legislative Day activities.
2. Demonstrates an ability to present a clear, compelling, personalized message that communicates CAP's worth to America.
3. Demonstrates effective team communication, ensuring the message is conveyed through each member's contributions to the meeting discussion.

Part 3

FEDERAL GOVERNMENT

- ▶ *What are the roles of the three branches of government?*
- ▶ *How do professionals carry-out the work of government?*

IN this block of instruction, cadets examine how the Constitution has separated power in federal government through our system of “checks and balances.” Cadets will study and observe the activities of all three branches of government. Moreover, cadets will explore how elected officials, government professionals, and the media contribute to the public process.

THE LEGISLATIVE BRANCH: THE CONGRESS

FG-10 [90 minutes]

This seminar provides a foundation for the cadets’ tour of the Capitol. It reviews the legislative process and the role of Congress within our system of checks and balances. The accompanying reading outlines fundamentals of parliamentary procedure, enabling cadets to understand how a legislative body’s rules affect its operations. Other topics include the function of committees and the role of legislative staff.

METHOD: Informal lecture and group discussion

INSTRUCTOR: Lt Col Bill Brockman CAP

OBJECTIVE: To comprehend the role of Congress within our system of checks and balances.

SAMPLES OF BEHAVIOR:

1. Identifies the process of how a bill becomes a law.
2. Summarizes the functions of a legislative committee.
3. Describes how legislative staff contribute to the legislative process, especially through committees.

READING: *Gavel to Gavel: A Guide to the Televised Proceedings of Congress* by C-SPAN and the Brookings Institute.

THE LEGISLATIVE BRANCH: THE CAPITOL

FG-11 [3 hours]

While other capitols in world history have been the location of secret deliberations, the U.S. Capitol remains open for citizens to observe their government in action. This tour is an opportunity for cadets to deepen their appreciation for representative government by watching the legislative process from the House or Senate gallery, and/or a committee chamber. Cadets will also meet a legislative aide and learn how legislative staff make behind-the-scenes contributions to the process of government.

METHOD: Guided observation / field trip

INVITED SPEAKERS: Mr. Ron Work, legislative aide to Rep. Katherine Harris (R-FL)

OBJECTIVE: To comprehend the role of Congress and the legislative process.

SAMPLES OF BEHAVIOR:

1. Justifies why the Capitol remains open despite security risks.
2. Interprets or paraphrases the proceedings of a legislative body, as they occur.
3. Explains how legislative staff contribute to the legislative process.

THE EXECUTIVE BRANCH: THE WHITE HOUSE

FG-20 [90 minutes]

The president has many duties, not least of which is leading and managing the more than 3 million employees of the executive branch. During a visit to the White House, cadets will learn how the executive branch is organized and how the Executive Office of the President develops and implements the policies of the president.

METHOD: Guided observation / field trip

INVITED SPEAKERS: Ms. Melissa Price, Executive Office of the President

OBJECTIVE: To comprehend the role of the Executive Office of the President

SAMPLES OF BEHAVIOR:

1. Describes the function of the Cabinet.
2. Explains how the Executive Office of the President helps form and implement the president's policies.

READINGS: "The Executive Power" from *Democracy in America* by Alexis de Tocqueville. "Federalist #69: The Real Character of the Executive" from *The Federalist Papers* by Alexander Hamilton

THE EXECUTIVE BRANCH: CIVIL CONTROL OF THE MILITARY

FG-21 [3 hours]

During their week in Washington, cadets learn about our Constitution's system of checks and balances. One example of this principle is that our military remains under civilian control. This seminar is designed to explore the theories and day-to-day realities affecting civilian control of the military, both during peacetime and in war. This activity will include a tour of the Pentagon, and two presentations relating to civilian control of the military.

METHOD: Informal lecture / group discussion and field trip

INVITED SPEAKERS: Col. Richard Anderson, USAF, Office of the Deputy Undersecretary of the Air Force for International Affairs

OBJECTIVE: To comprehend why the military is placed under civilian control.

SAMPLES OF BEHAVIOR:

1. Defends the principle that the military should be subject to civil authority.
2. Discusses how military officers and civilian authorities divide the labor of leading the armed forces.
3. Describe how the different services work together through the Joint Staff.

READINGS: *Truman*, by David McCullough (pages 831-846, a passage recounting the decision to fire Gen. MacArthur).

THE EXECUTIVE BRANCH: THE STATE DEPARTMENT

FG-22 [6 hours]

This guided observation and field trip is an opportunity for cadets to increase their understanding of foreign affairs. Cadets will investigate the mission and operations of the State Department. This activity will include numerous briefings and discussions about contemporary issues affecting U.S. foreign policy. Additionally, cadets will explore careers in the foreign service.

METHOD: Guided observation / field trip

GUIDE & DISCUSSION LEADER: Mr. David Staples, Public Affairs Officer, Bureau of Near Eastern Affairs, Iraq Office

OBJECTIVE: To comprehend how the State Department executes US foreign policy.

SAMPLES OF BEHAVIOR:

1. Describes the mission of the State Department, and factors that affect its operations.
2. Explains how the State Department helps formulate and conduct foreign policy.

3. Discusses factors affecting a contemporary issue in foreign policy.

READINGS: “Progress and the Work Ahead in Iraq” by the Office of the White House Press Secretary. *Diplomacy: The U.S. Department of State at Work* by the Bureau of Public Affairs, U.S. Department of State

THE EXECUTIVE BRANCH: THE INTELLIGENCE COMMUNITY

FG-23 [4 hours]

Shrouded in secrecy, the mission of the intelligence community is often misconstrued. Cadets will gain an understanding of how the intelligence community contributes to national security, and feeds other agencies vital information. In touring the CIA Museum, cadets will also develop an appreciation for the unsung heroes of the clandestine service.

METHOD: Guided observation / field trip

OBJECTIVE: To comprehend the role of the Central Intelligence Agency.

SAMPLES OF BEHAVIOR:

1. Summarizes the mission of the CIA.
2. Explains how civilian leaders maintain control over the intelligence community.
3. Explains why information is vital to foreign policy and military operations.

READINGS: “The Central Intelligence Agency: Who We Are, What We Do” by the Central Intelligence Agency. “Global Intelligence Challenges 2005: Meeting Long-Term Challenges With a Long-Term Strategy” by Porter J. Goss.

THE JUDICIAL BRANCH: ROLE OF THE JUDICIARY

FG-30 [90 minutes]

The judiciary is the branch of government that resolves disputes between ordinary citizens, and checks the powers of the other two branches of government through judicial review. This seminar begins with an overview of how the judiciary is organized, to include a discussion about the jurisdictions of the various types of courts. It concludes with a discussion of *Marbury v. Madison*’s legacy.

METHOD: Informal lecture and discussion

INSTRUCTOR: Lt Col Ned Lee CAP

OBJECTIVE: To comprehend the role of the judiciary

SAMPLES OF BEHAVIOR:

1. Describes the judiciary’s role in resolving disputes.
2. Describes the judiciary’s role in interpreting law.

3. Discusses the concept of judicial review

READING: “The Case That Made the Court” by Michael Glennon

THE JUDICIAL BRANCH: THE SUPREME COURT

FG-31 [3 hours]

When Americans feel their rights have been infringed and they have nowhere else to turn, they come here, to the Supreme Court. Previously, the Court was located in the Capitol, but in the 1930s, the federal judiciary underscored its independence from the Congress – at least symbolically – by moving to a building of its own. Among the many courts in the US, what makes the Supreme Court unique? How does the Court hear arguments and conduct its business?

METHOD: Guided observation / field trip

INVITED SPEAKER: Lt Col Alison Weir USAF, Supreme Court Fellow

OBJECTIVE: To comprehend the role of the Supreme Court as the highest judicial body in the land.

SAMPLES OF BEHAVIOR:

1. Identifies the steps leading up to a case being heard by the Supreme Court.
2. Describes the role of oral arguments and the process for announcing decisions.
3. Describes the Supreme Court’s exclusive powers.

THE MEDIA: ROLE OF THE FREE PRESS

FG-40 [60 minutes]

Woodward and Bernstein’s investigative reporting led to the first-ever resignation of a president. CBS News sued the government in federal court to publish the “Pentagon Papers,” which helped change the public’s perceptions of the Vietnam conflict.

Throughout our history, the free press has enabled the public to hold their government accountable. How does the media contribute to civic discourse in America?

METHOD: Guest speaker

INVITED SPEAKER: Members of the State Department’s international press corps

OBJECTIVE: To comprehend the free press’ role as the “fourth estate” in American government.

SAMPLES OF BEHAVIOR:

1. Defends the principle that media has a responsibility to monitor the government.
2. Describes the media’s role in providing a forum for political opinion.

PUBLIC SERVICE CAREERS

► *How should cadets prepare for public service careers?*

AMERICA needs today's young people, especially those who think of themselves as leaders, to consider public service as a profession. Through this block of instruction, cadets will explore several public service careers, especially those that do not require election to office.

CAREER EXPLORATIONS

PS-10 [Duration varies / interwoven throughout curriculum]

Throughout the academy, cadets interact with government professionals representing different career fields. During each encounter, cadets will briefly explore what is involved in that occupation. What are the essential duties and challenges of the field? How should cadets prepare for such a career? What makes the career exciting? How should a cadet obtain more information about opportunities in the career field?

METHOD: Guided observations, field trips, and guest speakers

OBJECTIVE: To comprehend career opportunities in public service.

PROFILED CAREERS: Attorney, judge, legislative aide, elected representative, military officer, foreign service officer, intelligence analyst, federal agency commissioner, public affairs specialist, journalist, government relations specialist, and related careers.

SAMPLES OF BEHAVIOR:

1. Describes the responsibilities, challenges, and rewards involved in each career.
2. Summarizes the qualifications needed to enter each career.
3. Identifies which careers interest them personally, and explains why.
4. Explains how cadets can learn more about the career field.

Part 5

AMERICAN HERITAGE

► *What do our nation's monuments tell us about America?*

WASHINGTON DC is one of the world's great cities, and as our nation's capital, it presents a fabulous display of America's democratic heritage. Cadets will tour Washington's notable monuments to deepen their sense of patriotism and be inspired by the great individuals and moments that have shaped American history.

AIR & SPACE LEGACY

AH-10 [Approximately 3 hours]

America's legacy in air and space is built on the genius of individuals and the collective effort of government. Cadets will tour the Smithsonian's National Air and Space Museum to see the outstanding artifacts of aerospace history, and to learn about the men and women who designed, built, and piloted them.

METHOD: Guided and/or self-guided tours

OBJECTIVE: To comprehend how great individuals and events have formed America's legacy in air and space.

SAMPLES OF BEHAVIOR:

1. Describes how the event or individual being honored shaped aerospace history.
2. Identifies museum displays they find interesting and explains why.

NATIONAL MEMORIALS

AH-20 [Approximately 3 hours]

Cadets will tour monuments and museums that showcase American heritage. The schedule is designed to make allowances for the weather and individual interests. However, at a minimum, all cadets will visit the following sites: The World War II Memorial, The Korean War Memorial, The Vietnam Veterans' Memorial, and The Lincoln Memorial.

METHOD: Guided and/or self-guided tours

INVITED SPEAKERS: Col Ray Bean USAF (Ret.) and Lt Col Bill Brockman CAP

OBJECTIVE: To comprehend how great individuals and events have formed American history.

SAMPLES OF BEHAVIOR:

1. Describes how the event or the individual being honored shaped American history.
2. Describes the American values represented by the monuments.

WOMEN IN MILITARY SERVICE FOR AMERICA MEMORIAL

AH-21 [Approximately 2 hours]

During a visit to the Women's Memorial near Arlington Cemetery, cadets will honor the sacrifices of fallen veterans and other citizens who served America. Cadets will tour the memorial's museum, and discuss the history of women's service in the U.S. military.

METHOD: Guided and/or self-guided tours

OBJECTIVE: To comprehend some of the sacrifices men and women have made in the cause of defending our freedom.

SAMPLES OF BEHAVIOR:

1. Defends the maxim, "freedom is not free."
2. Discuss milestones in the history of women's service in the U.S. military.

READING: "Only Woman Medal of Honor Holder Ahead of Her Time" by Rudi Williams.

Part 6

EVALUATIONS

► *How will Civic Leadership Academy cadets and staff know whether they achieved the course objectives?*

CADETS demonstrate what they learn at the Civic Leadership Academy through five evaluations. The faculty uses these instruments to measure individual performance and the academy's overall effectiveness. The evaluation methods include an informal "checkride" that precedes the cadets' calling Capitol Hill to schedule office visits, short-answer essay responses to questions that relate to the reading assignments, a capstone seminar for synthesizing and discussing the week's events, a team project at week's end, and an end-of-course critique.

CONTACTING GOVERNMENT: CHECKRIDE

EV-10 [Individualized; times vary]

After completing the Contacting Government module on-line (PL-10), cadets will demonstrate they have met that lesson's learning objectives by calling a faculty advisor and explaining the steps and principles they will use in scheduling an appointment with their elected representatives.

METHOD: One-on-one discussion

CRITERIA: See PL-10 Contacting Government.

RESPONSES TO READINGS

EV-11 [Individualized; times vary]

Many of the lessons described in this guide include reading assignments designed to provide a foundation for meetings with guest speakers, tours, lectures, and other activities that the cadets will experience. Cadets will demonstrate they understand each reading by writing responses to review questions. The faculty will review these homework assignments shortly following the cadets' arrival in Washington, informally evaluate them, and provide individualized tutoring on those concepts that are not clear to the cadet.

METHOD: Short answer replies to review questions; one-on-one discussion, as necessary

LEAD FACULTY ADVISOR: Lt Col Bill Brockman CAP

CRITERIA: See the review questions listed in the *CLA Reading Guide*.

CAPSTONE SEMINAR

EV-20 [60 minutes]

The purpose of this seminar is to synthesize the various lessons, tours, and lectures from guest speakers that the cadets encountered during the week. Cadets will have experienced every branch of government, interacted with notable guest speakers, and been inspired by Washington's fabulous display of our democratic heritage. What do these experiences tell us about democratic values and representative government? What is challenging and exciting about a career in public service? What sorts of leadership skills and attitudes are needed to succeed in a political environment? This seminar is an opportunity for cadets to reflect on those questions and more.

METHOD: Guided discussion

DISCUSSION LEADER: Col Amy Courter CAP

OBJECTIVE: To assess whether each cadet achieved his or her personal goals and the objectives of the academy.

SAMPLES OF BEHAVIOR:

1. Describes their personal view of what constitutes effective government, based on their CLA experience.
2. Summarizes the persuasive leadership skills necessary for success in public service.
3. Describes the unique challenges involved in a public service career.

CAPSTONE PROJECT

EV-30 [4 hours]

Studies show that most youth in America are turned off by politics. Young people, not much older than the average CAP cadet, are the least likely to vote. Therefore, youth who understand and are excited about the political process (for instance, CLA cadets) are in a unique position to impart their positive attitudes onto their peers. Why should youth care about government? What career opportunities are available in public service? How does the Cadet Program promote civic spirit in youth? This final project is an opportunity for cadets to answer those questions, and in the process, document what they learned during the CLA. Cadets will be challenged to present their project to fellow cadets and classmates upon returning home.

METHOD: Team-based report

LEAD FACULTY ADVISORS: Lt Col Ned Lee CAP and Lt Col Bill Brockman CAP

OBJECTIVE: To comprehend principles of persuasive leadership, the role of the federal government, career opportunities in public service, and major historical events that have shaped America.

SAMPLES OF BEHAVIOR:

1. Defends the principle that youth have a civic duty to become engaged in civic life.
2. Describes how youth, especially cadets, can enhance their contributions to civic life.

SEMINAR GUIDES

- *How should cadets prepare for public service careers?*

C ADETS and the CLA faculty use the seminar guides below in discussing what they learned during CLA's tours, briefings, and meetings with guest speakers.

MONDAY

ACTIVITIES:

FG-31 Supreme Court

FG-11 The Capitol

READINGS:

“The Case That Made the Court”

Gavel to Gavel

THE SUPREME COURT

1. How does a case get to the Supreme Court?
2. As you observed the oral arguments focus, did you find that the lawyers and justices were focusing on the specific facts of the case? What does this tell you about the role of the Supreme Court?
3. What is “judicial review”? Why does Michael Glennon believe Marbury vs. Madison is the “case that made the court”?

THE CAPITOL

1. What is the role of the legislative staff? How do they contribute to the legislative process?
2. In addition to drafting and voting on bills, what else does the Congress do?
3. As you toured the Capitol, what did you observe during the floor proceedings? Were all 435 representatives or 100 senators present on the floor? What does this tell you about the daily activities of your representatives?

TUESDAY

ACTIVITIES:

FG-22 State Department

PL-21 Role of Advocacy Groups

READINGS:

“Progress and the Work Ahead in Iraq” &
Diplomacy: The U.S. Department of State at Work

None

THE STATE DEPARTMENT

1. What is the mission of the State Department? How does State differ from other departments that are involved in international affairs, like DoD and CIA?
2. Many of the experts we met at State were career civil servants or foreign service officers. Do you think democracy is strengthened or weakened by having officials who are not politically-appointed affect our foreign policy?
3. As discussed during the tour, the U.S. has been promoting democracy around the world. The Palestinians recently held free elections, yet they elected a government that is allied with Hamas, a group that supports terrorists, according to State. How has State reacted to this situation? What would you do if you were Secretary Rice?

ROLE OF ADVOCACY GROUPS

1. What contributions, if any, do advocacy groups make to the political process. Is “lobbying” a dirty word? Is it anti-democratic?
2. How do advocacy groups like the AFA to influence the federal government? For example, if the AFA wants Congress to support the F-22, what tools and methods can the AFA employ to advocate their position?
3. What is the role of a government relations specialist in a non-profit organization or political action committee? What sort of background do you think is necessary to serve as a government relations specialist or lobbyist?

WEDNESDAY

ACTIVITIES:

FG-21 Civil Control of the Military

AH-21 Women's Memorial

READINGS:

Truman

"Only Woman Medal of Honor Holder Ahead of Her Time"

EXECUTIVE BRANCH: CIVIL CONTROL OF THE MILITARY

1. Should the military be subject to civil control? Why?
2. Is our military stronger or weaker for having civilian leaders in control? Why? Does civil control result in untrained civilian politicians making decisions that require expertise in military strategies and tactics?
3. How do civilian leaders and military officers divide the labor of leading the armed forces? What roles and responsibilities does each group fulfill?
4. In the reading, President Truman fired Gen. MacArthur. What prompted President Truman to make this decision? What does this say about our form of government? If you were President Truman, would you have made the same decision?

WOMEN IN MILITARY SERVICE FOR AMERICA MEMORIAL

1. The memorial's museum displays artifacts illustrating how women have contributed to America through military service. What are some of the artifacts and exhibits that you found interesting? Why?
2. The memorial foundation's president, Brig. Gen. Vaught, explained that it took 11 years and millions of dollars to create the memorial. What do you think Brig. Gen. Vaught hoped to accomplish by establishing the memorial?

THURSDAY

ACTIVITIES:

PL-30 Advocacy Practicum
(Legislative Day)

READINGS:

None

ADVOCACY PRACTICUM / LEGISLATIVE DAY

1. What sorts of issues were the elected officials or staff members interested in most? Why? Were you surprised by what topics they focused on?
2. If you were to represent CAP again on Capitol Hill, what would you do differently? What surprised you the most about this experience?
3. What was the hardest question you were asked, or what was the most challenging situation you found yourself in on Capitol Hill? How did you handle it? Why? In retrospect, do you think you made the right choices?
4. As Mr. Goss explained in his talk about political advocacy, there are hundreds of government relations experts and lobbyists trying to advance their cause on Capitol Hill. If you were National Commander, what would you do to help CAP become more visible to our nation's leaders?

FRIDAY

ACTIVITIES:

FG-23 CIA

READINGS:

“The Central Intelligence Agency: Who We Are, What We Do”

“Global Intelligence Challenges 2005: Meeting Long-Term Challenges With a Long-Term Strategy”

THE EXECUTIVE BRANCH: THE INTELLIGENCE COMMUNITY

1. Watching movies, one might think that everyone who works at CIA is a spy. Is this the case in reality? What are some of the jobs and functions of CIA employees?
2. What is the mission of the CIA? How does CIA differ from other departments that are involved in international affairs, like DoD and State?
3. One core principal of democracy is that the government should be open and responsible to the people. Yet, intelligence agencies like the CIA are very secretive. Why is this so?
4. What role, if any, does the Congress have in respect to the CIA?